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ABSTRACT

The development is described of a master plan to increase the rate of enrollment and retention of minority, women, and handicapped student transfers from the California Community Colleges (CCC) to the University of California (UC) and the California State Universities and Colleges (CSUC). The report first cites the larger proportion of minority students within the CCC than within the UC or the CSUC, the increase in the percentage of undergraduate women at the UC and the CSUC, and the continuing efforts of all three educational segments to meet the needs of handicapped students. The non-traditional age and employment characteristics of CCC and CSUC students are then discussed, along with the need to create special outreach and support services for underrepresented students. In addition, the increased funding, institutional commitment, and intersegmental cooperation that such services require are considered. Next, a CCC proposal is examined for the improved identification of underrepresented community college students who, knowingly or unknowingly, are enrolled in a transfer sequence. The remainder of the report defines and discusses outreach, admissions, financial aid, and support services program areas as they relate to underrepresented student transfers. Existing institutional and joint efforts, joint definitions of problems, and proposed solutions are also outlined. (JP)

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INCREASING THE RATE AND RETENTION OF COMMUNITY COLLEGE TRANSFERS FROM UNDERREPRESENTED GROUPS

A Report to the California Legislature
Prepared Cooperatively By the

California Community Colleges
California State University and Colleges
and
The University of California

April, 1979

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Section 1: Introduction

Background

More than in any other state, postsecondary education in California is characterized by a relatively free flow of transfer students from one institution or segment to another. A major factor contributing to this phenomenon is the large number of community colleges in the state. Each year, about 43% of the students entering California postsecondary education begin their freshman studies in the community colleges. About three-fourths of all recent California high school graduates who go on to some form of postsecondary education enter the community colleges. Of the total number of Black and Hispanic students enrolled in public postsecondary education in the fall of '77, 3.8% were in the UC. 6.7% in the CSUC, and 89.5% in the community colleges. By no means do all community college students aspire to transfer for purposes of attaining a baccalaureate degree, however. A major study conducted by the California Postsecondary Education Commission during the early 1970's concludes, in fact, that the dominant function of the community colleges has become the provision of continuing education, even though short-term vocational programs and lower division baccalaureate offerings remain strong and viable functions.

The 1978-79 California State Budget Act included the following language:

> The UC, CSUC, and the CCC shall jointly report by March 1, 1979, on their efforts to increase the rate and retention of minority, low income, women, and handicapped community college students who transfer to four-year institutions. This report shall be submitted to CPEC for review and comment by February 1, 1979. The report shall include a proposal by the Chancellor's Office of the California Community Colleges to assist the four-year segments by identifying underrepresented students who can potentially transfer to the four-year institutions.

Since the community colleges have open door admissions, minimal fees, and are easily accessible in virtually all regions of the state, they already attract a substantial number of minority, low income, women, and handicapped students. In light of the multi-purpose nature of the colleges, however, it is not always easy to discern whether there is adequate representation from these groups among those community college students who transfer to the four-year segments. Therefore, it is the purpose of this joint report to consider ways of increasing the number of such students who can benefit from transfer to four-year universities and address means of enhancing the retention of those who do transfer. It should also be said that the process of preparing this report has encouraged stronger cooperative ties between the public segments of postsecondary education which will be of benefit to the target student groups in the long run.

The Challenge

The following data in Table 1 for the segments are not comparable in all respects. Although the critical bench mark data for the twelfth grade population are over five years old, the following tables begin to indicate the nature and magnitude of the challenge.

TABLE 1
MINORITY ENROLLMENTS OF FULL TIME STUDENTS
IN THE THREE PUBLIC SEGMENTS OF CALIFORNIA POSTSECONDARY EDUCATION
1977

Minority Group	1970 Census Figure	State 12th[1] Grade Population 1973	K-12 1977	Community[2] Colleges	CSUC[3]	UC[4]
American Indian	0.5%	0.4%	.9%	1.1%	1.2%	.5%
Asian	2.8%	3.1%	3.5%	3.1%	5.9%	11.3%[6]
Black	7.0%	7.9%	10.0%	8.5%	6.8%	4.1%
Philipino	N.A.	N.A.	1.2%	.6%	0.8%	See Asian
Hispanic (Spanish-Surname)	15.5%	12.7%	20.8%	9.2%	7.7%	5.5%
White & All Other Students	74.19%	75.9%	63.5%	62.1%	76.6%	78.5%
Total Minority	26.6%	24.1%	36.5%	24.7%[5]	23.4%	21.5%
Non Response				2.3%		

1. The State Department of Education can not provide data on 12th grade enrollments for years later than 1973.

2. Community Colleges: Office of Analytical Studies, California Community Colleges Chancellor's Office, November 1978

3. CSUC: The California State University and Colleges - Institutional Research; IR 78-04, March 1978

4. UC: Office of Outreach Services, University of California; November 1978. Data include domestic undergraduate students only.

5. The 24.7% total minority includes 2.3 "other minorities".

6. Includes Philipino students.

Minorities

Although the difference is not great, there is a greater proportional representation of minority students in the two-year colleges than in either of the four-year segments. More recent data on the ethnic composition of California high school students suggest that the proportion of minority students in the twelfth grade may be in the neighborhood of 30 percent, rather than the 24% reported in 1973.

The most obvious disparity between institutional and comparison group figures among ethnic groups is with Hispanics. In 1973 approximately 13 percent of twelfth graders were Hispanics. However, data on the full range of public school enrollments (K-12) indicate that this figure is now probably in the range of 18 - 20 percent. Thus, even the community college enrollments exhibit a significant underrepresentation from this group. The 8.5 percent of Black students in the community colleges indicates that there is a higher proportion of Blacks in the two-year institutions than in the twelfth grades. Again, however, the 1976 K-12 data suggest that the current figure for the percentage of Blacks in the twelfth grade is approaching 10 percent. Thus, the community colleges remain a viable source for increasing the representation of Hispanics and Black students in the four-year institutions.

Women

Table 2 illustrates the proportion of women students in each of the public segments:

TABLE 2
UNDERGRADUATE ENROLLMENT BY SEX
IN THREE PUBLIC POSTSECONDARY SEGMENTS
1977

	CCC		CSUC		UC	
	No.	%	No.	%	No.	%
Female	717,167	54.2	114,393	48.9	42,337	47.2
Male	604,951	45.8	125,499	51.1	47,356	52.8

Only in the community colleges are there presently as many women as men, but if recent trends persist, there will soon be at least as many women as men undergraduates enrolled in all systems. For example, in the CSUC the number of males remained stable between 1972 and 1976, but the number of females increased by over 23 percent during the same period. In the UC system the percentage of undergraduate males decreased from 55% in 1973 to 53% in 1977, while the percentage of undergraduate women increased from 45% to 47%.

The primary concern among the three segments must be focused on the distribution of men and women in certain disciplines. Minority group women will require special attention and support in order to foster their entry into targeted disciplines and professions/occupations.

Handicapped/Disabled

Since September 1977 the University has had a general, systemwide plan to meet the needs and increase the representation of handicapped students. Although the plan does not speak specifically to the recruitment and retention of handicapped students from community colleges, it is a complete program which addresses, among other things, outreach, admissions, financial aid and support services.

The University's long history of assistance to handicapped students began before current legislation existed; the University will continue to be responsive to the needs of these students. However, expansion of existing programs must be contingent upon State funding.

Since 1970, increasing efforts have been made by the CSUC to serve disabled students. In that year 1,074 disabled students were enrolled in the CSUC. The number increased to 2,533 for the 73-74 academic year (a 42% increase) and to 3,457 in January 1976, an increase of 73% over the 73-74 figures. In fall 1977 the handicapped enrollment had risen to 5,317 (up 65%). It is anticipated that similar growth will continue for at least the next five years.

For over a decade, the community colleges have supported programs, services and facilities adaptation projects designed to serve handicapped students. Since the passage of AB 77 in 1976, however, enrollments of these students increased by a dramatic 503% to a total of 29,400 students in 1977-78. The Board of Governors in the current year is seeking additional funding for these programs in order to compensate for a 36% deficit in 1978-79 state funds as well as to increase again the numbers of handicapped students served. Sixty-eight of the 70 districts currently receive state funds to support comprehensive programs and services.

Misconceptions

Several points regarding recent developments in contemporary higher education need to be clarified in order to set this report and the above data in a proper context. One misconception is that the typical college student in California falls between the ages of 18 and 22, the traditional college-going age. In fact, the mean age of students in the CCC is now 26.7 and in the CSUC it is 25.5. In the University the age of the undergraduate population is also rising. For instance, the 19 and under age group dropped from 48% of the undergraduate population in 1973 to 34% of the population in 1977. At the same time, the 20-24 age group increased from 50% of the population to 56%. The distribution of students by age in the California Community Colleges is even more telling of this diversity in that two other age ranges, 26-29 and 35-40, rival the traditional college-age group in their representation in total community college enrollments.

In short, these data make it clear that postsecondary institutions in California are not dealing exclusively, or even primarily, with recent high school graduates.

Another misconception is that involvement in college is the primary activity in the lives of those students who are attending colleges and universities today. In the CCC and CSUC, particularly the large, commuter campuses, the average course/unit load has steadily decreased as students more frequently pursue higher education as one of several endeavors of adult life. Students are often working part-time or full-time, raising a family, and pursuing further formal education as time, resources, and personal obligations allow. The result is a decline in average unit load and an increase in the proportion of part-time students. Seventy-five percent of the Fall 1977 enrollment in the community colleges was part-time (11 units or less). In the CSUC, the average unit load for all students has steadily declined from a high of 12.4 in 1969 to 11.4 in 1976. The proportion of part-time students in the CSUC has increased from 31 percent in 1970 to 40 percent in 1976. The University is essentially an institution structured for full-time students. The part-time undergraduate population is small, but it too has increased from 5.5% in 1973 to 7.6% in 1978. The part-time student, particularly in the CSUC and the CCC, is becoming more the norm than the exception. These significant trends in student characteristics make it clear that simple extension of traditional outreach and support service mechanisms, e.g. standard school visitation formats, will not reach employed, evening students and will not significantly reduce the underrepresentation of the target groups.

Institutional Commitment

Demographic studies show that minorities will become an increasingly large proportion of the State's population in the next 10-15 years, over 50% by 1990. Unless minorities are brought into the mainstream of postsecondary education, the State will suffer from lack of adequately trained professionals, managers, leaders and technicians within its own population.

Rather than being a peripheral effort, student affirmative action must be a central, visible, high priority item which permeates the institution. This includes efforts to eliminate discriminatory attitudes and assumptions among institutional personnel, the hiring of more minority, women, and handicapped staff, re-examination of administration procedures and regulations, and reconsideration of curriculum and instructional modes. (This latter issue is being addressed in segmental responses to other reports requested by the Legislature.)

The goal is that existing special programs in the segments -- for minorities (EOP/EOPS), women and handicapped students -- will no longer be considered sufficient in themselves to meet the challenge of either ACR 151 (student affirmative action) or the more specific budget language which generated this report. It is true that existing programs may be the appropriate vehicle for some of the proposals set out in the body of this report; however, fundamental to increasing the "rate and retention of minority, low income, women, handicapped community college students

who transfer to four-year institutions" is a pervasive institutional commitment to student affirmative action. That commitment is not complete without faculty involvement. Only then will colleges and universities be seen by non-traidtional students as receptive, responsive, and compatible with their cultures and individual goals.

Fiscal Issues

This report would be incomplete if it did not address the fiscal implications of the fforts deemed necessary to meet the challenge set in the budget language. The summaries of existing efforts which follow reveal that considerable activity is already underway, and limited additional efforts can be mounted within existing resources through adjustment of institutional priorities and concomitant reallocation of funds. But it would be misleading if the impression were left that significant improvement in the representation of minority, low income, women, and handicapped students transferring to four-year institutions will occur without additional resources. Many of our existing efforts are traditional and relatively low cost. It will take additional and often expensive programs to move us off the plateau on which we now find ourselves.

Historically, the intersegmental transfer of students has been taken for granted. We now know that in order to insure the success of this critical aspect of the Master Plan, a comprehensive, sustained, and cooperative effort on the part of all segments will be required. Accordingly, we pledge to conduct a thorough reexaimination of our administrative procedures to determine those solutions which will be implemented within existing resources. However, some recommendations cannot be implemented merely by revising budgets and program priorities. Therefore, we intend to vigorously pursue the additional funds required to eliminate the underrepresentation of minority, low income, women, and handicapped students in California's postsecondary institutions.

The three public segments have some common budgetary problems, relating to overall availability of funds, and each has unique problems. For example, some budgetary conventions restrict the ability of the CSUC and CCC to respond promptly and adequately to recently identified student affirmative action needs. The absence of discretionary funds means that there are inadequate resources to meet emerging needs unless they are identified at least a year in advance. This absence also prohibits resources other than in-kind. Within the University, in contrast to the other two segments, the Educational Opportunity Program has been and will continue to be supported from non-State funds. The University has also provided non-State matching funds to support its Student Affirmative Action Program. The 1979-80 Governot's Budget provides full State funding for this program for the first time. If this is approved, the UC would have greater freedom to meet new needs.

Need for Intersegmental Cooperation

Finally, there is no question that increased cooperation among the segments is needed if postsecondary education is to significantly increase the proportion of students from underrepresented groups in its enrollments. A number of cooperative ventures of a general nature have been functioning for many years, as described later in this report; but specific joint efforts must be mounted in the area of student affirmative action. The danger is not so much of duplication or ove. lap, but

neglect of some geogrphic areas or specific underrepresented groups. The major advantage is the sharing of expertise and human and fiscal resources which has already been evidenced in the preparation of this report. In addition to the postsecondary segments, the State Department of Education must be an important partner in this effort. Clearly, instructional and counseling programs initiated at the K-12 levels affect postsecondary efforts and programs. The California Postsecondary Education Commission can also contribute by providing a forum for regular, systematic interaction which can benefit the individual segments as well as the students and taxpayers of California.

California Community Colleges Proposal

In addition to requiring the intersegmental analysis and recommendation which follow in this report, the Legislature specified that the California Community Colleges should present a proposal which is designed ". . . to assist the four-year segments by identifying underrepresented students who can potentially transfer to the four-year segments." This section comprises that proposal.

Two overarching conditions constrain existing efforts to identify and adequately provide transfer preparation for community college students from underrepresented groups.

1. Existing information systems in most community college districts, and certainly at the state level, do not permit adequate identification of potential transfer students. While there has always been an informal identification system, the only formal mechanism for such identification in the state level information system is an optional, student-reported item concerning students' education goals. This mechanism limits the identification of transfer students statewide to an aggregate number of those who are both willing to respond and are clearly decided on transfer but have not been previously encouraged to aspire to that goal. This mechanism is clearly inadequate, either for assessing the "real" number of potential transfer students in community colleges or for identifying the individuals who ought to be encouraged to transfer.

2. The limited identification system for potential transfer students, combined with the recent student concern regarding the value of a four year degree, have perhaps hindered counselor and faculty efforts in transfer advisement. However, this should not deter the segments from creating new approaches which alleviate the problem. Reduced emphasis is probably compounded for students from underrepresented groups, since:

   a. such students are likely to need even more intensive assistance than traditional students; and

b. some counselors and faculty are probably less prepared to deal with the special needs of non-traditional students and/or are pre-disposed to consider such students as uninterested in and/or unprepared for baccalaureate level work.

In order to overcome these major constraints on improving the rate and retention of transfers, the California Community Colleges commits itself to the following actions:

1. The Chancellor, during the period 1978-81, will commit resources to significantly expand the community college information systems in order to accurately assess the extent of potential transfers. This will consist of a joint statewide and district system to implement the identification of individuals who should be encouraged to transfer. Existing student information systems will be combined with the existing "course file" to create a new comprehensive system for obtaining information on enrollment patterns. Students who may be enrolled, knowingly or unknowingly, in a transfer sequence will therefore by accurately identified. The implementation of such a complicated system will require considerable time. Consequently, an initial step will consist of establishing a requirement that all students, full and part-time, provide an indication of their education goal. Both these requirements have the potential of greatly expanding the known pool of potential transfers. Such information can be compiled and analyzed at the state level to provide clearere indications of statewide and local trends. Therefore, districts will receive data useful in determining where numbers of previously unidentified students with transfer goals may exist. New lists of potential transfer students can then be generated by the district or institution using their own criteria. The eventual use of such potential transfer student lists will be cooperatively defined and monitored by the segments.

2. Beginning in 1978-80 and continuing for as long as is necessary to eliminate underrepresentation among community college transfer to the four year public segments, the Chancellor will identify and provide staff and fiscal resources to direct a concerted professional development effort among community college counselors and faculaty which is aimed to improve the rate and retention of transfers from underrepresented groups. Specifically, during 1979-80, the Chancellor will designate this effort as a priority for funding under both the EOPS Special Projects fund and the AB 77 (Handicapped) Program Development fund. With these funds, and the commitment of the existing staff, a coordinated set of projects will be proposed which will:

   a. train community college counselors to utilize the "new" data available from #1 to identify and counsel those students whose records show potential for transfer;

b. inform counselors and faculty of the special needs and distinctive academic abilities of disadvantaged and/or handicapped students;

c. with cooperation of the public, four-year segments, update counselors and faculty regarding requirements for transfer to the four-year segements;

d. train selected community college counselors to conduct work-shops for faculty and staff on their own campuses which are designed to alert those persons to the needs, abilities, and life situations of students from under-represented groups.

and e. supplement student information obtained via the proposed identification system with data obtained from existing or future career guidance assessment systems to insure accurate identification of potential transfer students. For example, students completing a career interest inventory may reveal their intent, which may be a recent decision, to transfer. Special emphasis will be placed on assessing students from underrepresented groups utilizing appropriate instruments and methodology.

Additional effort will be made to:

f. cooperate with CPEC in the development of statewide community advisement centers;

and g. identify funding sources which would permit intersegmental cooperation and innovation in identification and recruitment of potential transfer students.

Organization of Report

The remainder of this report is organized according to the four major program areas that are central to improving the access and retention of minority, low income, women, and handicapped transfer students:

1. Outreach
2. Admissions
3. Financial Aid
4. Support Services

Each program area, in turn, is addressed in terms of (a) existing efforts of each segment as well as current joint efforts, (b) joint definitions of problem areas, and (c) proposed actions by each segment together with joint approaches to remedying underrepresentation of the target groups.

Definition of Outreach

Activities which attract the attention and interest of individuals, while offering comprehensive information, comprise the main thrust of outreach. More specifically, outreach may be defined as those activities conducted by a college or university designed to:

1. foster in students an understanding of the importance of early, systematic consideration of their educational and vocational futures

2. raise aspirations and encourage prospective students to consider the possibility of pursuing some form of postsecondary education

3. inform prospective students of the wide variety of opportunities available for further education, as well as the means of securing the resources necessary for such education

4. inform and alert prospective students to the admission requirements of various postsecondary institutions, including course patterns that should be started early in high school

5. explain the academic preparation needed, in general terms, in order to enter various careers - traditional and non-traditional

6. describe the nature and extent of support services offered

7. provide preliminary orientation to the unique terminology of higher education and the admissions and financial aid processes

8. provide high school and community college counselors with information needed to effectively counsel prospective students relative to higher education

9. provide information to parents

10. enhance community college contact with the community

Outreach activities focus on prospective students and counselors with the result that they are generally limited to those who have not yet enrolled and usually have not even applied for admission.

Admissions, on the other hand, refers to the process initiated with submission of the application for admission, including filing of the required documents, determination of eligibility, and the granting of transfer credit, if any. It is often said that relations with school programs (which have primary responsibility for outreach) are the public relations/information arms of admission offices. Admissions staff also participate in new student orientation and distribute information about academic advisement and registration.

A. Existing Efforts:

1. University of California

All campuses of the University offer outreach programs which will assist the community college transfer student. These efforts are offered through EOP, Relations with Schools and Student Affirmative Action, and include the following on one or more campuses.

Pre-Professional Development Program:	This program offers academic support, special courses and tutorial services for high-potential minority students and women.
Professional Development Program:	This is a comprehensive program aimed at high ability women and minority students in high schools, undergraduate and graduate schools. Beginning with selecting and preparing honors level high school women and minority students for careers in science, business and other fields, the program also recruits minority and women undergraduates, provides opportunities for intensive research study and interaction with graduate students and faculty. The program aids graduate students throughout graduate school and assists them in starting their professional careers.
Pilot Admissions Program:	This program is aimed at recruiting and providing assistance and academic support services to low income/minority junior college students to a local college students who have completed 56 transferable units with a minimum GPA of 2.4.
College Days:	These events bring together high school and community college students to a local college campus to meet and talk with representatives from colleges all over the State.
American Indian Recruitment:	The U/C American Indian recruiters' and counselors' organization is aimed at promoting the enrollment of American Indian students at the University.
ORS/EOP/SAA Outreach Program:	The Partnership and Immediate Outreach programs are designed to contact eligible disadvantaged and underrepresented community college students from diverse backgrounds by providing information and counseling.
Pre-Registration Conferences:	These conferences are held in late Spring and prepare the community college transfer student for University studies, e.g. discussing course preparation for particular majors.

EOP Interns
Community College: EOP student interns aid in recruitment of minority and disadvantaged students by providing general information about college application procedures, financial aid, etc.

Recruitment by
Minority Student Groups
Organizations: This recruitment program is geared towards identifying low income/minority students by providing for the dissemination of materials determined relevant by minority student groups and organizations.

Generally, the outreach efforts designed for women and handicapped students do not differentiate between the first year student and the transfer student. Some of the outreach efforts for women are included in the examples above, particularly in the pre-professional and professional development programs. At the present time, many of the outreach efforts for the handicapped are administered through individual handicapped students' programs.

2. The California State University and Colleges

Educational Opportunity
Programs: EOP recruiters conduct outreach programs on most community college campuses. These programs currently represent the most vigorous CSUC attempts to recruit minority/low income transfer students. Several state universities have developed EOP/EOPS consortia comprised of all community colleges in their services areas for the purpose of identifying prospective EOPS transfers and offering special assistance through the admission and financial aid application process. Plans are currently being developed to replicate this program on all CSUC campuses.

EOPS students transferring as regular admits into the CSUC can and do use the services of CSUC EOP programs to the extent that EOP resources allow. EOPS students transferring into the CSUC as EOP students have the full services of EOP programs. Some CSUC campuses are beginning to develop programs especially for the latter group of students who experience some differences between EOPS and EOP.

Relations with Schools
and Colleges: Each CSUC campus maintains a Relations with Schools and Colleges program which is responsible for outreach efforts to each community college in the campus service area. CSUC policy is to assure that every community college in California has regular contact with their local CSUC campus.

All CSUC Relations with Schools and Colleges officers have requested a two-day systemwide meeting to discuss guidelines for establishing the relationship of campus RWSC operations to student affirmative action activities, and the coordination of recruitment efforts with EOP activities.

Recruitment efforts: RWS staff visit community college campuses, work with community college counselors with liaison committees on articulation and participate in campus college information nights. Individual campus academic departments are involved in assuring transferability of courses in the major and generally work with Career Planning and Placement offices in disseminating information regarding job opportunities.

Student Affirmative Action Pilot Project-Dominquez Hills: One of the three specially funded student affirmative action pilot projects is aimed at older prospective students who are either currently enrolled in area community colleges or who are currently not attending college. This program at CSU, Dominquez Hills is specifically directed to Mexican-Americans and South Pacific Islanders in the service area.

Alternative Admission Experiments: Of the ten existing alternative admission experiments taking place on CSUC campuses, three involve the use of admission criteria which are particularly applicable to older minority students who wish to reenter postsecondary education. Programs at CSU, Fresno, CSU, Los Angeles, and CSU, Fullerton use nontraditional criteria to assess the potential of such students.

Community College Counselors Conferences: Each year the CSUC sponsors two community college counselors conferences in the spring in the north and south. Intersegmental cooperation and communication are the major emphases of these conferences. In 1978, and to a greater extent in 1979, these conferences are focusing on student affirmative action concerns: early identification of prospective minority/low income transfers and articulation of EOPS/EOP programs.

California College and University Days: All CSUC campuses participate in these events which are scheduled throughout the state in both the fall and the spring. Approximately seventy community colleges host these functions annually. They are comprised of representatives of public and private four-year postsecondary institutions and are coordinated in the north by CSU, Sacramento and in the south by CSU, Fullerton.

3. California Community Colleges

By definition, "outreach" activities directed to increase community college transfers from underrepresented groups must be done by the four year segments. At least two reciprocal activities of community colleges are critical, though, to the success of outreach for transfers by the UC and CSUC.

a. The community colleges develop the pool of potential transfers from underrepresented groups by their own outreach efforts. Some outreach efforts common to the community colleges are:

1) traditional high school visitations;

2) mobile vans which provide college information in outlying areas and/or in high traffic areas such as shopping centers;

3) frequent visits to community and ethnic organization centers (some college EOPS programs provide tutors for high school students in these centers and thereby encourage college attendance);

4) spot announcements of special courses, programs and services on TV and radio;

5) provision of concurrent enrollment (college and high school); and

6) community involvement in planning of ethnic celebrations (e.g., Black Culture Week, Cinco de Mayo, etc.)

b. Community colleges support the participation of counselors in UC and CSUC sponsored workshops and conferences designed to provide information about transfer.

4. Joint Efforts

Regional Consortia:[1]

Most University of California and California State University and Colleges campuses and many community college campuses are involved in several types of regional consortia. Those whose objectives specifically relate to minority/low income students include:

a. South Coast EOP/S Consortium
b. Central Coast EOP/S Consortium
c. San Diego EOP/S Consortium
D. RACHE (Raza Administrators & Counselors in Higher Education)
e. Los Angeles Area Community College and High School Consortium Project
f. Sacramento Regional Equal Educational Opportunity Project

The passage of the Fazio Bill (AB 507) has given impetus to the further development of such consortia.

[1] CPEC has developed an exhaustive list of consortia.

RACHE College Information Days: Under the leadership of RACHE members of several CSUC and UC campuses, these "CID's" have grown in both numbers and attendance in the last two years. They represent at present one of the most effective methods of reaching minority/low income students and the community colleges have become increasingly involved in and responsive to these outreach efforts.

California College & University Days: Though not specifically oriented to minority/low income/women or handicapped students, these events continue to draw large crowds and many of the target populations do have access to not only printed information, but personal contacts with the campus representatives.

Articulation Council: Typically, most traditional Relations with Schools and Colleges activities, have not focused on student affirmative action until recently. However, this group has plans to give further attention to outreach to minority/low income/women/handicapped community college students.

EOP/S Statewide Advisory Group As a result of joint meetings held between the three segements in the preparation of this report, it was agreed that efforts should be made to (1) clarify the differences between EOPS and EOP, and (2) to develop strategies for better articulation between the programs. As a result, the first of a series of meetings of EOP and EOPS coordinators has been held. It is anticipated that this group will develop guidelines and informational materials which address these concerns. Such materials can then be disseminated statewide to students as well as staff.

B. Problem Areas

1. Segments and students often develop unrealistic expectations of programs geared to minority/low income students because of inconsistency between the segments concerning the nature of the programs and services offered. Additionally, at the four-year segments there is inadequate attention to the need for transitional services which recognize the differences between such programs and services as are offered by EOPS and EOP.

2. The segments are agreed that traditional intersegmental outreach programs such as the CCUD's should be assessed in terms of their effectiveness for minority/low income/women and handicapped students. Current collective efforts in this direction have fallen short of our own expectations and those of prospective students.

3. At the outset there is a fundamental problem of identifying those students who are potential transfers. This is a critical problem which requires improved understanding, agreement and cooperation between the community colleges and the four-year segments. Pre-

paration of transfer students is one of the officially identified roles of the community colleges in California. However, it is perceived that, in general, the community colleges seem to place greater emphasis on their roles in vocational training, and continuing and remedial education, particularly in respect to underrepresented groups requires special attention. Recognition of the needs of the student groups addressed in this report underscores the importance of early identification of potential transfer students if we are to effectively assist them in meeting their educaitonal objectives.

4. Increased intersegmental outreach activity is beginning to emerge through the development of regional consortia. However, to date there has not been the level of institutional or segmental support for such activities that is necessary. Most institutions are not yet at the point of focusing on intersegmental endeavors.

5. The lack of data available from the State Department of Education on high school graduates from underrepresented groups presents a monumental obstacle for the three public postsecondary segments in achieving the goals of student affirmative action. Similarly, the information systems in all three segments do not permit the level of sophisticated analysis deemed necessary to respond to questions concerning student movement from segment to segment nor longitudinal measurement of students.

6. In response to ACR 201 all three segments have prepared plans for eliminating, by 1980, the underrepresentation of handicapped persons "by providing necessary auxiliary services and procedures to insure their entrance and retention." Problems for the handicapped student are not only the physical barriers of a particular campus, but also the attitudinal barriers. In some cases, the fact that the programs are separate and not part of ongoing outreach efforts exacerbates the problem.

7. The issue of women in California public postsecondary education has less to do with overall numbers than with the distribution of women by academic discipline and among ethnic groups. Women are overrepresented in the humanities, social sciences, elementary and secondary education, and some vocational programs. They are underrepresented in such areas as the "hard" sciences, mathematics, engineering, agriculture and architecture.

C. Proposed Solutions

1. University of California

a. The University will catalog and describe its programs and services which are directed to minority/low-income, handicapped students. This information will be disseminated to the other two segments for their use in counseling and advising students preparing for transfer.

b. The University is reviewing and assissing its Fall community college counselors conferences. Special attention will be given to the level of effectiveness in communicating services offered for minority/low-income women, and handicapped students.

c. The University will review and assess the level of communication and coordination between University of California EOP and community colleges EOPS programs. Steps will be initiated to improve this aspect of their program as necessary.

d. The University campus career planning and women's centers will continue to work closely with their counterparts in community colleges. Women will be encouraged to consider entering disciplines in which women have been traditionally underrepresented.

e. The University is reviewing all systemwide publications to assess the degree to which style and content is appropriate to minority, low-income, women and handicapped students. Some special publications have been developed; where needed this activity will continue.

f. The University is in the process of improving its data collection efforts in order to better monitor the enrollment and performance of students from the target groups.

g. The University will continue the existing efforts and will implement the recommendations articulated in the outreach section of ACR 201 if funding is provided from the State.

2. <u>The California State University and Colleges</u>

a. The CSUC will catalog and describe its programs and services which are directed to minority, low-income handicapped students. This information will be transmitted to the other two segments for their use in counseling and advising students preparing for transfer. Special emphasis will be placed on the articulation of EOP/S programs.

b. The CSUC will review and assess its community college counselors conferences with attention to the level of effectiveness of those programs in communicating services offered for minority, low-income, women and handicapped students.

c. The CSUC will review and assess the level of communication and coordination between CSUC EOP and community colleges EOPS programs and will take steps to improve this aspect of their program as necessary.

d. The CSUC campus career planning and women's centers will work more closely with their counterparts in community colleges to encourage women to consider entering disciplines in which women have been traditionally underrepresented.

e. The CSUC will review all systemwide publications to assess the degree to which style and content is appropriate to minority, low-income, women, and handicapped students. Special publications will be developed where needed and as resources can be identified.

f. The CSUC is in the process of improving its data collection efforts in order to better monitor the enrollment and performance of students from the target groups.

g. The CSUC will continue to implement the recommendations articulated in the outreach section of ACR 201.

h. CSUC Desabled Student Coordinators, where they have not already done so, will be encouraged to coordinate their activities with similar activities in the community colleges in their service area.

3. California Community Colleges

a. As indicated, the Chancellor's Office of the California Community Colleges is developing a systemwide plan for the identification of prospective transfer students. The segments agree that this should take place immediately and that a systematic method of reporting this information to each four-year segment annually be included in the plan.

b. The Community Colleges will sponsor projects to improve counseling and advisement for prospective transfer students. Special attention will be given to financial aid information; academic and career information; and advisement to minority, low-income women, and handicapped students. Counselors and faculty will be encouraged to assist students in establishing contact with the appropriate academic department on the prospective transfer campus.

D. Joint Efforts

1. Representatives from the systemwide offices will continue discussions to ensure the flow of information and develop cooperative strategies for the development of regional consortia for outreach to minority, low income, women, and handicapped students. These discussions should assess the cost of such activities and assist in preparing proposals for funding.

Regional, intersegmental consortia represent the most viable solution to the issue of cooperative outreach. Experience with existing consortia provide examples of voluntary cooperation and support among the segments. The objective was to effectively contact the largest number of minority, low-income students possible by combining institutional resources.

We recognize that this is not a new concept and that CPEC as well as the Legislature, through AB 507, are actively encouraging such activity. Though consortial arrangements have been informally encouraged in each segement, there has never been intersegmental agreement that greater importance be given to consortia in institutional outreach programs. Most, if not all, institutions in each segment continue to give emphasis to

their independent outreach activities, placing segmental, systemwide activities in second place, and intersegmental programs, such as consortia, in third. Traditional outreach may be appropriate for traditional students, however, the kinds of outreach and retention programs which have proven effective for non-traditional students are specialized, more personalized, more time-consuming, and require a distinctive expertise.

2. The segment heads will formally request the State Superintendent of Public Instruction to report annually the sex, ethnicity, and physical disability, if any, of all California high school graduates of that year by school and by district within six months after spring graduation to provide a bench mark by which the postsecondary segments can evaluate their efforts.

3. The three public postsecondary segments will develop jointly a statement of clarification of the use of the term "disadvantaged," including the differences which may exist between segments, and the differences which may exist in the services offered in various comparable programs such as EOP/EOPS.

4. Specialists for Disabled Students in the community colleges and Coordinators for Disabled Students in the CSUC and UC will work toward an improved method of identifying disabled students who are prospective transfers and will coordinate efforts concerning information on services offered in each segment. A special publication describing these services is recommended.

5. The three segments will cooperate in the preparation, funding, and distribution of public service announcements. In addition, a film designated to attract minority, low-income, women, and handicapped community college students to four-year colleges will be produced.

ADMISSIONS

A. Existing Efforts

1. University of California

Although the enrollment of all transfer students continues to decline, the percentage of community college transfers within that population remains fairly steady, averaging 63% from 1972-1977.

In 1977 there was a slightly higher percentage of underrepresented ethnic minorities transferring from the community colleges than there was in UC's total enrollment.

TABLE 3

Ethnic Comparability of California Community College Transfers to California Community College Enrollments and Overall CSUC Enrollments

	Community College 1975 Enrollment	1977 Community College Transfers Enrolling at UC	1977 Total UC Enrollment
American Indian	1.0%	0.8%	0.5%
Black	8.0%	4.7%	4.1%
Hispanic	7.7%	7.6%	5.5%

The percentage of men and women who transfer from the community colleges is similar to the percentage of men and women in UC's total undergraduate population. For instance, in 1977, 53.7% of those who transferred to UC from the community colleges were men; 46.3% were women. In the total U.C. undergraduate population, 52.8% were men, 47.2% were women. This trend has been in existence for at least three years, and further supports the committee's view that "the primary concern of the segements must be focused on the distribution of men and women in certain disciplines.

The following statements explain the current efforts in the admissions area to assist the community college applicant.

a. All UC campuses are improving their admissions procedures to include faster and more efficient evaluation of records and follow-up on applications from identified underrepresented groups. Special evaluation teams to review records of community college applicants have been formed with provisions that targeted groups are not redirected from impacted academic programs or campuses.

b. Admissions office activities now include visits with Outreach staff and Financial Aid counselors to targeted community colleges to evaluate records and provide preliminary financial aid need assessments. Admissions Offices work closely with campus EOP/ORS offices to assist underrepresented groups in the application process. In UC, EOP sponsors both regularly eligible and Special Action students.

c. Special admissions procedures are being used more creatively, to include interviewing on some campuses, and more personal contact and follow-up.

d. Some admissions offices provide special counseling and transcript evaluation for re-entering women.

e. Prior to the time the new Federal regulations became effective, the campuses, on their own, developed resources and services for handicapped students. With the advent of the Federal regulations and ACR 201, all campuses are making greater efforts to assist the handicapped students. The admissions offices are part of this effort.

f. Currently, there is a task force investigating the entire U.C. enrollment picture. One group of that task force is reviewing application, redirection and enrollment processes to see if and how those procedures discourage the participation of the targeted population.

g. Currently the Board of Admissions and Relations with Schools (BOARS) is reviewing and monitoring the changes in advanced standing admissions requirements and their effect on the enrollment of community college transfers, particularly the minority and disadvantaged transfers.

h. Currently BOARS is reviewing and monitoring the changes in freshman admissions requirements and their potential effect on all community college transfers, but particularly the target group.

2. CSUC

Minority-Low Income

a. Approximately three-fourths of all new CSUC students are transfer students from other colleges and universities. About 80% of all new undergraduate transfer students are coming from the California colleges. That means that about 60% of all new CSUC students are community college transfers.

Available data indicate that once enrolled in community colleges, minority students are moving on to the CSUC in substantial numbers. Enrollment of underrepresented minority students is greater at the junior and senior levels in the CSUC than at the freshman and sophomore levels in spite of the substantially higher overall attrition rate within these groups.

TABLE 4

Ethnic Comparability of California Community College Transfers to California Community College Enrollments and Overall CSUC Enrollments

	CCC Enrollment (1975)	Transfer from CCC's F 1977	CSUC 1977
American Indian	1.0%	1.2	1.2
Hispanic	7.7	8.2	7.4
Black	8.0	5.7	6.6

Educational opportunity programs at CSUC emphasize the expansion of educational opportunity to "new" students from high school who have not been exposed to the possibility of attending higher education. However, no specific policy exists regarding the mix of transfer and freshman students in EOP. In 1976-77, about 35% of all new EOP students were community college transfers.

Women

b. As Table 5 illustrates, there has been considerable growth in the proportional enrollment of women at CSUC campuses. If this trend continues, men and women undergraduates in the system will soon be enrolled in equal numbers. There are already more women than men enrolled in post-baccalaureate and graduate programs.

Some disparity requiring attention remains in the distribution of men and women in certain disciplines, but the trend is clearly for increasing numbers of women to enter traditionally male-dominated fields:

TABLE 5

Total Fall Enrollment on CSUC Campuses, 1960-1976, by Sex

	Total	Male	Female	% Female
1960	95,081	56,741	38,340	40%
1966	169,520	97,225	72,295	43
1972	276,737	159,734	117,073	42
1974	291,542	159,748	131,794	45
1976	303,734	159,357	144,375	48

It is interesting to note that the number of males in the CSUC remained stable between 1972 and 1976 while the number of females increased over 23 percent during the same period. In other words, all of the growth in the CSUC during that period is attributable to a remarkable increase in the number of women entering the system.

TABLE 6

Combined Graduate/Post-Baccalaureate Enrollment at CSUC 1960-1976, by Sex

	Total	Male	Female	% Female
1960	22,454	14,141	8,313	37%
1966	39,567	23,136	16,428	42
1972	60,315	32,276	27,589	46
1974	65,804	33,867	31,937	49
1976	69,872	33,727	36,145	52

Each CSUC campus has developed a number of programs to meet the special needs of women. Offices to provide services to women returning to college after prolonged absence, child care centers, and feminine health programs are examples. In addition, within the framework provided by the Mori bill on intercollegiate athletics, (AB 1558, 1975 Session of the California Legislature) and Title IX of the Education Amendments of 1972, academic, athletics, and other policies and regulations have been reviewed and adjusted to eliminate sex discrimination. Grievance procedures have been established at each campus to provide prompt and fair consideration of discrimination complaints, including those dealing with sex.

c. Handicapped/Disabled

Disabled Student Services Offices (DSSO's) were officially established on CSUC campuses in 1976. These offices provided a number of services to assist disabled students in gaining access to the campus, in completing registration procedures, and in progressing toward their educational objectives. In addition, over $6 million has been expanded since 1972 for the removal of architectural barriers on CSUC campuses so that disabled students can gain access to classrooms and offices.

The following are specific examples of admissions activities in the CSUC effort to increase the transfer of target group members attending the community colleges.

a. Admissions office staff join with RWS and EOP staff in visiting community colleges. Admissions offices work closely with EOP staff in the evaluation of application materials and determination of eligibility of non-traditional applicants.

b. Applicants for the target groups who do not meet regular admission standards are evaluated on the basis of alternative procedures and information such as autobiographical students, letters of recommendation, nominations, and structured interviews in order to give them a variety of ways to demonstrate their potential.

c. Eleven controlled admission experiments are being conducted in the CSUC to test various admission criteria other than the traditional previous academic performance and standardized test scores. Most of these studies include transfer students and include some students in the target groups.

d. Admissions offices are cooperating with Women's Centers and those responsible for assisting handicapped students to assure that application and admission processes are responsive to the needs of these groups.

e. The CSUC statewide academic senate has recommended that transfer students who are ineligible for CSUC admission directly from high school be eligible for admission to the CSUC before the completion of 2 years in the community college if they show unusual promise.

3. California Community Colleges

Since the community colleges maintain an "open door" posture with respect to all adults who may benefit from instruction, the "admission" function is generally subsumed under the heading of "outreach", and the strict definition of admission used in this report is not applicable. Similarly, when applied to the particular situation of current community college students who seek "admission" to baccalaureate institutions, those activities of the community colleges which are designed to prepare such students for transfer fall into the category of "support services." In short, there is little that can be described as existing efforts in community college admission, as defined here; the reader should refer to the outreach and support services sections.

B. Joint Efforts

1. Articulation Council (formerly Articulation Conference)

Formed in 1917 and currently including the UC, CSUC, CCC, and independent colleges and universities, the Articulation Council is comprised of over twenty subject matter liaison committees in such disciplines as English, mathematics, business administration, and nursing. Each committee is made up of six representatives from each segment who are faculty members in that discipline. These committees focus primarily on the articulation of curricula, course equivalencies, and the identification of core courses. The objective is to assure that California students can transfer among the segments without losing credit or being required to duplicate educational experiences. Representatives of the State Department of Education are included on most committees, but high schools are not represented at this time.

2. General Education Certification (CSUC/CCC)

In addition to the Articulation Council which includes all segments of postsecondary education, there are areas of cooperation between two of the segments. One of these is CSUC delegation of authority to the California Community Colleges to certify the extent to which their transfer students have fulfilled CSUC general education requirements. This delegation has been in effect since 1965 and is an important part of CSUC-CCC transfer policy (see Title 5 Section 40405). Students have not had to contend with trying to mesh two or more general patterns during the thirteen years this agreement has been functional.

3. Designation of Baccalaureate Level Courses (CSUC/CCC)

In 1973 Chancellor Dumke issued Executive Order No. 167 which delegated to multi-purpose institutions the responsibility of identifying courses at their institutions which they consider appropriate for use toward baccalaureate requirements. The primary users of that delegation have been the California Community Colleges. Under terms of the Executive Order, CSUC campuses are bound to accept courses that have been designated as baccalaureate appropriate as at least elective credit. There are provisions to challenge such designations if a CSUC campus feels certain courses are inappropriate for application toward the baccalaureate. Such challenges are acted upon by the Transfer Credit Review Board which is comprised of seven representatives from each of the two segments appointed by the two chancellors. Experience to date indicates that there have been few disputes over course acceptance and few obstacles to smooth transfer from two-year colleges to the CSUC.

4. General Transfer Issues (CCC/CSUC)

In 1972, the Joint Advisory Committee on Transfer Issues (JACOTI) was established to provide advice to the chancellor's of the CCC and CSUC on issues relative to the smooth transfer of students between the two segments. The membership is made up on eight representatives of each segment. This body provides a forum to which either segment can bring misunderstandings, policy questions, problems, and other obstacles to smooth transfer of students from one segment to another. JACOTI has recommended action on such issues as the transfer of courses in the major from CCC to CSUC campuses, according equal registration priority to transfer students, and granting credit for community college work experience courses. In most instances, the advice has been accepted and relations between the segments maintained on a favorable basis.

5. Lists of Transfer Courses (UC/CCC)

The University works cooperatively with the Articulation Officers of the community colleges to annually issue a list of all community college course offerings, indicating which will transfer to the University. The UC faculty is charged with determining which courses will transfer and how the work will apply toward a UC degree. There is considerable discussion between UC and the community colleges regarding the inclusion of courses for transfer on these annual lists.

6. On-site Visits (UC/CCC)

Outreach and Admissions staff visit targeted community colleges to evaluate records and provide preliminary financial aid needs analysis.

7. Course Equivalency Agreements (UC/CCC)

Several campuses have agreements with specific community colleges listing the courses offered on that campus which fulfill particular UC college or breadth requirements.

C. Problem Areas (identified jointly)

1. There is inadequate articulation of existing differences in the definition of special programs as they relate to the admission process.

2. There is insufficient participation of special program counselors in admission counseling for transfers.

3. There is inadequate articulation of existing admissions requirements for transfers.

4. Many are convinced that some admissions criteria are inadequate for assessing the potential of applicants from the underrepresented groups.

5. There is perceived elitism in the public stance, tone of communication, and policies of the four-year segments.

6. The complex admissions and registration procedures of the four-year segments frustrate many potential students.

7. There is inadequate orientation for transfers.

8. There is unsatisfactory communication of regulations, procedures, changes, and other information needed by counselors/advisors of transfer students.

9. There is a lack of creative and innovative admissions requirements, and/or a lack of creative use of existing requirements.

10. There is lack of sufficient data.

D. Proposed Action

The University of California:

1. is reviewing publications, admissions and registration procedures in light of the needs of underrepresented groups.

2. has encouraged greater use of services like the Community College Talent Roster of Outstanding Minority Community College Students published by the College Board.

3. will consider increasing the use of application and test fee waivers.

4. will encourage more creative use of existing requirements for admissions, especially special admissions.

5. is reviewing the special action process and is discussing the need for expanding support services for those admitted.

6. is considering more innovative and experimental admissions requirements aimed at the target group.

7. acknowledges the need to involve faculty in the outreach effort to enable them to better understand and better serve the underrepresented students they teach. UC will continue to support communication between the faculties of the three segments.

8. is working to improve the data available on the community college population.

The California State Universities and Colleges

In addition to those joint efforts that will be undertaken, the CSUC will initiate the following actions.

1. The CSUC will describe clearly the nature, scope, and eligibility standards of its special programs and support services and communicate them to the community college segment and prospective transfer students.

2. CSUC Counselor Conferences will be carefully reexamined, with special attention being devoted to the content, format, and orientation of such conferences. Special efforts will be made to increase the participation of special programs counselors in these conferences.

3. The CSUC will initiate a series of meetings with community college administrators in an effort to identify steps that have potential for improving the communication of admission requirements for transfer students.

4. The CSUC will continue and expand its alternative admission criteria experiments which have been underway since 1974. One of the existing studies is limited to transfer students and several focus on mature adults. Campuses will be encouraged to consider experimenting with alternative admission criteria that have the likelihood of increasing the number of minority, low income, women, and handicapped transfer students.

5. Attention will be directed toward improvement of admissions procedures for transfer applicants as the CSUC conducts its annual evaluation of admissions procedures. In addition, campuses will be asked to assess their registration procedures for students in the target groups to see if simplification and clarification are feasible.

6. The CSUC will take steps to ensure that transfer students receive adequate orientation, with special attention being devoted to seeing that the target groups are given satisfactory pre-enrollment advisement and counseling.

7. The CSUC will seek ways to improve the communication of regulations, procedures, changes, and other information needed by transfer student counselors and advisory to those prospective students and advisors.

Joint Actions

The three segments will:

1. increase cooperation to alter negative perceptions and correct misinformation regarding the educational climates of each institution,

   e.g. a group at the systemwide level, with campus input, will follow-up the recommendations and actions coming out of this report

2. establish clearer communication of existing efforts to the appropriate people within each segment

3. encourage increased exchange of information and improved cooperation between CSUC and UC; competitive stances regarding attracting new students must be avoided

4. maintain an ethical standard practice which directs and counsels students toward and educational atmosphere that is most beneficial to the student, not to the institution.

FINANCIAL AID

Until very recently there has been little effort to analyze and/or coordinate community college financial aid policies and practices at the state level. A significant exception to that rule pertains to the student grant provisions of the Extended Opportunity Programs and Services, which currently serves approximately 60,000 low-income students, about 2/3 of whom are minorities. Since financial assistance is an essential prerequisite to college attendance for these students, special EOPS outreach efforts have always included a heavy emphasis on information about all aid resources.

Additionally, many districts have involved financial aid offices in general college outreach efforts, though the disparity between aid resources and potential students' needs as well as the sparse staffing of aid offices has made this practice unfeasible in some districts.

With specific regard to aid information available to potential transfers, those students who participate in special programs in the community colleges -- EOPS, women's programs and the extensive state-funded programs for the handicapped -- are more likely to receive intensive counseling

regarding all types of educational goals, including transfer. Typically such counseling includes assistance to potential transfers in the process of applying for aid in the receiving institution.

On the larger scale, however, there is little evidence to measure either the extent or effectiveness of the community college's efforts in counseling about aid opportunities. The Chancellor's staff has designated this as a priority concern and will increase its efforts to coordinate new processes. One very recent effort using EOPS Special Project funds has produced a film, available in Spanish, Cantonese and English, which introduces non-traditional students to the financial aid process. Each community college will be provided with one or more versions for use in outreach efforts.

The University of California

The Systemwide Office of Outreach Services organizes a series of counselor conferences held throughout the State each year, usually during September and October. For the 1978-79 academic year, seven conferences were held: two for high school counselors, two for community college counselors, and three joint conferences for both high school and community college counselors.

Each of the conferences includes a session on financial aid which provides counselors with detailed information on the financial aid and scholarship application process and on aid available at University campuses, and offers counselors the opportunity to ask questions and discuss problem areas.

In addition, each individual campus financial aid office provides staff to present informational sessions at local high school and community college visits organized by the campus Office of Relations with Schools. Many campuses organize these school visits as a team effort; that is, representatives from Admissions, EOP, Student Affirmative Action, ORS, Financial Aid, etc. visit the schools as a group to present as complete information as possible and to answer questions in all areas. In some cases, financial aid personnel come equipped to do individual estimated need analysis.

If requested, campus financial aid offices will provide staff to attend "college nights" organized by the community colleges in their areas. At least one campus waives the students self-help requirement for community college transfer students taking a remedial writing program in the summer.

The California State University and Colleges

The CSUC organizes a series of Counselor Conferences each year, at least half of which are oriented toward issues pertaining to the community college transfer students. These Conferences include sessions covering CSUC Financial Aid application and award procedures, and afford counselors an opportunity to ask questions and bring to our attention specific problems of the transfer applicants.

Individual campus Financial Aid Offices also provide staff to meet with groups of prospective transfer students on the Community College campus at their request. Some campuses have developed audio-visual presentations for this purpose.

In addition, the CSU, Fresno campus has addressed the unique problems facing handicapped/disabled students in relation to financial aid, regardless of whether they are transfer students. They have developed "A Guide to Financial Aid for the Handicapped" designed to help financial aid counselors to maximize institutional financial aid awards to disabled students without adversely affecting their eligibility for services or funds from other public agencies.

Joint Efforts

In accordance with Section 69534 of the California Educational Code, a single, common application form and financial statement (the Student Aid Application for California, SAAC) developed by the California Student Aid Commission and representative of each of the segments, is currently being utilized by all public postsecondary institutions in the State.

In addition, the CSUC and CCC have worked together over the past two years to simplify the financial aid application process for all community college transfer students. For example, the CSUC Chancellor's Office and the Financial Aid Administrators's Association of the California Community Colleges have worked together to develop common supplemental financial aid forms to facilitate the application process for community college students who transfer to a campus of the CSUC.

Further, the aforementioned representatives of the CSUC and the California Community Colleges have reached agreement on standard student budgets to be utilized in determining financial need.

PROBLEM AREAS

Complexity of Application Forms & Procedures - Required validation and formal documentation. Current State legislation regarding eligibility criteria conflicts with Federal regulations and is confusing to students.

Counseling Services - Inadequate number of financial aid counselors in both the two-year/four-year segments to personally assist transfer students with the financial aid application process. The shortage of such counselors requires application by mail procedures which are perceived by transfer students as an impersonal, negative attitude on the part of the four-year segments.

Application Calendar - Community college students from underrepresented groups tend to file later for aid than other students. Some four-year institutions (due to workload and/or lack of funds) are unable to provide aid for the Fall term to students who apply after July 1. Consequently, this situation results in delaying, if not effectively denying, access to many potential community college transfer students.

Articulation - Current outreach programs and campus orientation programs do not include adequate financial aid information directed specifically toward targeted group of underrepresented transfer students.

PROPOSED ACTION

California Community Colleges

Community Colleges will seek funds to provide staff to coordinate and evaluate the preparation and dissemination of financial aid information designed to meet the needs of students identified as potential transfers to four-year institutions. This activity would be directed primarily to the underrepresented target group.

The University of California

Following identification of the target group by the Community Colleges, financial aid staff will work with the CCC to assure that these potential transfer students are aware that aid funds are available for their education. Beyond this, individual campus financial aid offices will make every effort to eliminate, to the degree possible, specific financial aid barriers encountered by the Community College transfer students. For the handicapped population, two Systemwide committees have met and made recommendations for the development of policy aid procedures which recognize and accommodate the special financial aid needs of these students. Particular concern was paid to the awarding of financial aid to students who could not carry a full-time unit load because of handicaps. Many of the financial aid offices have either taken steps to implement all of the recommendations or are in the process of doing so.

The California State University and Colleges

Contingent upon availability of resources, the CSUC will expand their outreach program with community colleges, specifically addressing financial aid application proceduers.

Individual CSUC campuses will expand dissemination of financial aid consumer information, targeting specific brochures and pamphlets to handicapped and other underrepresented community college transfer students. Whenever possible, individual campuses will develop audio-visual materials and cassette tapes describing financial aid application procedures to lend to local community colleges for use in providing guidance to potential transfer students.

Resources will be sought to enable CSUC campus Financial Aid Offices to employ upper division and graduate students as peer counselors, trained to address the unique problems facing Community college transfers.

Joint Efforts

The three segments will continue deliberations with the California Student Aid Commission, the California Postsecondary Education Commission, and the federal government to simplify and standardize application forms and the process of determining financial aid eligibility.

The three segments will work together to expand and coordinate their outreach programs to assure that the target group is (1) fully aware of the types of financial aid that are available, and (2) assist to the fullest extent possible in the completion of the financial aid application process.

SUPPORT SERVICES

EXISTING EFFORTS

California State University and Colleges

While there are a number of individual support service efforts among the 19 campuses, most of the support services are concentrated within the Educational Opportunity Program, and to some extent in special programs funded by the federal government. Support services for minority, low-income, women and handicapped transfer students other than financial aid are as follows:

Campuswide Efforts

1. Learning assistance centers.
2. Career Planning and Placement offices.
3. Counseling centers.
4. Child Care Centers.
5. Women's Centers.
6. Disabled Student Programs.

Special Programs

1. The Educational Opportunity Program.
2. Ethnic Studies departments.
3. The federal TRIO program.
4. Disabled Student Services offices.

University of California

The University of California's efforts to extend educational opportunities to minority and disadvantaged students have historically been centered in the Educational Opportunity Program (EOP). More recently the University has expanded its efforts in the area of Student Affirmative Action (SAA) which seeks to support the educational needs of currently underrepresented student groups.

Traditionally, EOPS looks to serve minority and low income high school seniors and second year community college students, many of whom are ineligible. SAA is an expanded program looking to identify and assist students early in their educational careers so that they will be eligible for admission when they apply. The aim of SAA is to expand the eligibility pool.

For over 12 years the University has provided special support services for EOP and EOP/SAA students. As the numbers and the diversity of students have increased, the services have changed to meet student needs. Services currently designed especially for EOP students are also available in all areas for non-EOP students. The following services are offered on most UC campuses:

1. Pre-professional/graduate school counseling
2. Career planning assistance
3. Counseling and advising
4. Tutorials
5. Pre-college advising/orientation programs
6. Child care centers
7. Women's centers
8. Support services for handicapped students

California Community Colleges

Because of their comprehensive mission and the consequent broad range of abilities and needs represented in their student bodies, the community colleges have developed a wider array of support services than exists in either of the public, four-year segments. A statewide survey in 1975-76 identified no fewer than 17 distinct categories of existing support services, in addition to financial aid and the four comprehensive services programs designed for particular target clienteles. About half of these services are almost universally available on the 106 campuses and, in theory at least, they are equipped to meet the needs of all students, including the 54% majority of women, the nearly 1/3 ethnic minority students, and the small but rapidly growing cadre of handicapped students.

1. Academic and Personal Counseling
2. Career/Vocational Counseling and Guidance
3. Extended Opportunity Programs and Services
4. Handicapped Programs and Services
5. Women's Centers & Programs
6. Tutorial and Learning Skills Centers
7. Health Services and Child Care

PROBLEM AREAS

Joint Efforts

The areas of Outreach, Admissions, and Financial Aid have major components which affect the student prior to arrival on campus. Such pre-enrollment programs are more conducive to joint efforts between the segments. Since students usually receive support services after arrival on campus, support services do not lend themselves as readily to intersegmental cooperation. However, effectiveness of support services is dependent on intersegmental sharing of information about needs of students. This directly impacts upon improving support services. Adequate support services upon arrival are particularly important for students from the target groups. Intersegmental efforts are underway in this area. For example, within the last 18 months several informal meetings involving segmental office representatives from all three segments have taken place to discuss improving transfer procedures of EOPS students. A series of formal meetings between the CSUC and CCC began in January 1979.

Common Problem Areas

The lack of adequate data on persistence of students is a problem area for all three segments. The CSUC is in its eighth year of maintaining general retention data. In all segments, data on EOP/EOPS students is extensive but valid comparisons cannot be made because of inadequate retention data on the overall student population. Further, not all underrepresented students are included under EOP/EOPS.

2. A second problem area is that support services available to the general student population are not geared to the distinctive needs of members of the target groups. As a result, the burden of providing adequate services has fallen upon special programs.

3. All three segments have inadequate academic advising programs for all students. This shortcoming is exacerbated for all transfer students due to their disparate lower dividion preparation and the shorter time span within which to meet baccalaureate degree requirements. This problem is particularly acute for members of the target groups.

4. Existing orientation programs also are inadequate at the four-year institutions largely because they are aimed primarily at freshman and not transfer students.

5. Another problem is the limited coordination of support services within campuses of the three segments. Programs such as learning skills centers, counseling centers, federally funded programs such as TRIO, centers for women and the handicapped frequently work independently from one another. Such fragmentation of delivery confuses the non-traditional student who must seek out several sources to meet varied needs.

6. A sixth problem is the limited services for women and handicapped student populations in the four-year segments. While there are some Women's Centers and Child Care Centers, as currently constituted, they do not adequately address the retention of women and their distribution across disciplines. Lack of funds restrict the provision of services and auxiliary aids to the disabled.

7. One problem that discourages community college students from transferring a widespread misconception that regularly admissible students do not have access to EOP support services.

8. Another problem area, more directly related to the community colleges, is:

Inadequate identification in the community colleges of students with transfer aspirations or potential. Aside from participants in special programs, there is little institution-wide effort within CCC to meet the distinctive need of transfers from underrepresented groups.

PROPOSED ACTIONS

1. A concerted effort will be initiated by each segment to improve data collection procedures on all students to permit analysis of performance and persistence of the target population. Attention should also be given to improving ethnic identification of entering students. There will also be an exchange of information to (a) determine how effective the segments are in maintaining these data, and (b) to identify successful retention programs.

2. Efforts will made to extend successful special program approaches to support services now available campuswide. All orientation programs of four-year colleges will include detailed descriptions of available support services by increasing their accessibility to the target population.

3. Efforts will be made to improve counseling and advising for prospective transfer students with special attention to academic and career information and advising to minority, low-income, women, and handicapped students.

4. Each segment will assess the value of existing TRIO programs. If they are found to be successful, more vigorous efforts will be made to secure federal and/or institutional funding and to coordinate TRIO programs with other programs serving the target population.

5. Counseling centers and special programs for women will extend their efforts to encourage women to consider entering fields which have traditionally been male dominated such as the "hard" sciences, mathematics, engineering, and architecture.

6. The greatest obstacle to improving the fledgling programs for handicapped students is inadequate funding for improving facilities providing support services and auxiliary aids, and educating members of the campus community about the distinctive characteristic abilities and needs of disabled persons. The community colleges will seek special legislation to significantly AB 77 funding, and the UC and CSUC will seek funding to carry out the plans included in the segmental reports required by ACR 201. Included will be the development of common definitions for various disabilities and common accounting and reporting procedures. The segements will seek federal funding to assist in meeting these various needs in programs for the handicapped.

CONCLUSION

The segments are optimistic about the future for the following reasons.

1. The segments agree on many of the basic problems regarding underrepresented students.

2. The segments are eager to continue the dialogue begun while producing this report.

3. The segments are evaluating, already, some of their cooperative and individual efforts to see if they are appropriate or useful to the target population. Also, segments are reviewing administrative procedures to see if they hinder the access of underrepresented groups.

4. The segments realize that before student affirmative action can successfully serve those it was designed to serve, these programs must become high priority items, central and visible throughout the institution. There must be a total institutional commitment; no longer can one unit, for instance EOP, be expected to support financially and programmatically the total student affirmative action effort of an institution.

5. The segments are committed to intersegmental cooperation and will establish a permanent intersegmental group to ensure that the goals of this report are achieved.

The segments stand firmly behind the proposed actions. Those recommendations not already in the planning stages will be implemented as the goals of identifying new and expanded funding sources are realized.

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